

地利亞修女紀念學校(協和)

學校周年計劃

(2012/13 年度)

辦學宗旨

多元文化共融，五育均衡發展，創造成功機會

地利亞修女紀念學校(協和)是一間接受政府資助、專為居港的不同族裔提供教育服務的直資中學。

我們本著以學生發展為本的教育思想，從共通能力、知識、價值觀和態度四方面，培養學生的素質，讓學生在德、智、體、群、美五育方面得到均衡發展。

我們致力開展多元文化教育，培養學生正確的多元文化價值，讓他們能夠接納和欣賞不同的族裔及文化，具備面向世界的胸懷。

我們相信人人都有成功的希望，我們更堅信學校教育是應該讓人成功，而不是為人製造失敗的。因此，我們會全力建設一個充滿成功機會的校園，鼓勵人人奮發，達致成功。

第三周期 學校發展計劃 關注事項

家長聯繫 生涯規劃 課程規劃

2012/13 年度學校周年計劃_關注事項

關注事項 1：家長聯繫

目標	策略/事工	成功準則	評估方法	時間表	負責人	所需資源
<ul style="list-style-type: none"> ● 促進家校合作，謀求彼此的共識、共有和共享關係 ● 加強家長對校政的認識，爭取他們對學校的認同 	「家校兩心通」計劃，加強班主任與家長之間的聯絡、溝通及協作關係	<ul style="list-style-type: none"> ● 班主任完成計劃指定的通訊量 ● 班主任及家長普遍認為計劃能加強雙方的聯絡、溝通及協作關係 	<ul style="list-style-type: none"> ● 統計各班的通訊量 ● 蒐集實證及以問卷方式，評估計劃的實效 	<ul style="list-style-type: none"> ● 2013 年 1 月中旬檢討 ● 2013 年 6 月總結 	<ul style="list-style-type: none"> ● 統籌：郭佩齡 ● 督導：周愛媚 ● 執行：中一級各班班主任 	<ul style="list-style-type: none"> ● 電話(連服務費) \$12,000 ● 發訊費 \$27,400 ● 班主任與家長聯絡所需的時間
	每月出版學校通訊_《奮進》，並發展家校之間的電郵網絡	<ul style="list-style-type: none"> ● 《奮進》每月定期出版 ● 有 20%家長以電郵定時接收《奮進》及其他學校文件 ● 家長普遍認為對校政的認識有增加 	<ul style="list-style-type: none"> ● 統計全年《奮進》出版數量 ● 統計家長電郵網絡人數及通訊量 ● 蒐集實證及以問卷方式，評估工作的實效 		<ul style="list-style-type: none"> ● 《奮進》：林世鳴/張恒暉 ● 電郵網絡：盧衛祥 	<ul style="list-style-type: none"> ● 印刷《奮進》12期，合共 \$12,000
	制訂家教會改革方案	<ul style="list-style-type: none"> ● 完成有關方案/計劃 ● 有關方案/計劃被審定為可行有效 	<ul style="list-style-type: none"> ● 提交方案/計劃 ● 經校務會議審議通過 		<ul style="list-style-type: none"> ● 負責人：郭麗英 	<ul style="list-style-type: none"> ● 討論及編寫方案/計劃所需的時間
	制訂族群聯繫網絡發展計劃				<ul style="list-style-type: none"> ● 負責人：RIZWAN 	

關注事項 2：生涯規劃

目標	策略/事工	成功準則	評估方法	時間表	負責人	所需資源
<ul style="list-style-type: none"> ● 裝備學生，在高中畢業後能夠適才適性找到升學或就業的進路 ● 啓動自主，讓學生突破障礙，開發潛能和實現自我 	總結經驗，制訂校本生涯規劃課程	<ul style="list-style-type: none"> ● 完成課程大綱 ● 並通過質化指標的檢定 	<ul style="list-style-type: none"> ● 相關組別提交有關教學計劃或課程大綱 ● 根據質化指標審定課程大綱 	<ul style="list-style-type: none"> ● 2013年1月中期檢討 ● 6月底前完成課程大綱、學生課業及A/B計劃 ● 8月底完成獲專上院校取錄數據 ● 9月底完成學生出路報告(並對比分析) 	<ul style="list-style-type: none"> ● 統籌：郭佩齡 ● 執行：王志傑/李威成、級主任及班主任 	討論及調查所需的時間
	繼續加強對中五/六、中三/四、中一/二學生的生涯規劃教育	<ul style="list-style-type: none"> ● 大部分中一/二及中三/四學生按要求完成生涯規劃課業，表現達到預期水平 ● 半數以上中五/中六學生已有明確的A/B計劃，能按計劃行事及達到預設目標 	<ul style="list-style-type: none"> ● 檢視學生課業 ● 統計及檢視中五/六學生所提交的A/B計劃 ● 對比A/B計劃與實際出路(中六) 			
	完善高中畢業生出路調查機制	<ul style="list-style-type: none"> ● 機制能夠有效運作，按各階段要求，蒐集準確數據 	<ul style="list-style-type: none"> ● 審閱高中畢業生出路各階段的數據 			

關注事項 3：課程規劃

目標	策略/事工	成功準則	評估方法	時間表	負責人	所需資源
<ul style="list-style-type: none"> ● 優化現行學科活動及課程，與教學更扎實，效能更優。 ● 在優化過程中，提升課程的專業能力。 ● 從課程及專業兩方面為學校發展基礎。 	採用「EP」策略(註1) -- 以目標及預期學習成果為樞紐(註2)	優化學科學段及年度教學計劃	<ul style="list-style-type: none"> ● 各科組提交有關教學計劃或課程大綱 ● 根據質化指標審定有關教學計劃及課程大綱 ● 以實證及問卷方式，了解教師專業能力(課程規劃)的成長 	<ul style="list-style-type: none"> ● 2013年1月中旬檢討 ● 2013年6月總結 	<ul style="list-style-type: none"> ● 統籌：陳凱珊 ● 督導：李美嫦(英文)、李潔明(中文)、陳美晶(CHIN)、龔樂欣(數學)、劉啓智(科學)、馮中德(科技)、徐文浩(人文)、黃文偉(通識)、溫華偉(體育)、張恒暉(藝術) ● 執行：各科科主任 	<ul style="list-style-type: none"> ● 討論及編寫所需時間
		優化學科單元教學計劃	<ul style="list-style-type: none"> ● 每科/每級至少完成兩個已經優化的單元教學計劃 ● 並通過質化指標的檢定 		<ul style="list-style-type: none"> ● 統籌：郭佩齡 ● 執行：王志傑(生涯規劃)、劉永健(德公)、李港生(社會服務) 	
		制訂生涯規劃、德育及公民教育、社會服務等課程	<ul style="list-style-type: none"> ● 完成課程大綱 ● 並通過質化指標的檢定 			

註1：課程包括規劃(P)、實施(I)、評鑑(E)等三個流程，「EP」策略是指「以課程評鑑帶動課程規劃」

註2：課程的PIE，關鍵是「建構適切的目標及預期學習成果，並據此進行教/學經歷布置，以及制訂有效的評估方法」

三年計劃書一為第四屆新高中學生(2012/13 至 2014/15 學年)

增加選修科目選擇的措施 及 為他們提供資優教育課程

教育局多元 學習津貼資 助的課程	策略 及 預期效益	課程名稱 及 課程提供機構	修業期	目標學生	預計每學年 學生人數			學生學習的評 估/成功 指標	負責教師
					12/13	13/14	14/15		
其他語言	提高學生 在廿一世 紀的競爭 力及接受 專上教育 的機會	新高中其他語言課 程(法文)_培正專業 學院	3 年	已在初中 修讀法語 的學生	10	10	10	學生會報考由 香港考試及評 核局承辦的劍 橋大學國際考 試組的高級補 充程度考試	陳凱珊
其他課程	提高學生 在戲劇的 技巧	中文話劇創作坊_本 校外聘專業導師	1 年	高中話劇 組成員	25	25	25	學生參加香港 學界話劇節	劉文苑 (李潔明)
	提高學生 文學創作 技巧	中國文學創作坊_本 校外聘專業導師	1 年	高中語文 水平高的 尖優學生	20	20	20	從事文學創 作,向本校刊物 _《萌情》《嚶鳴》 及報刊投稿	劉文苑 (李潔明)

三年計劃書一為第四屆新高中學生(2012/13 至 2014/15 學年)

增加選修科目選擇的措施 及 為他們提供資優教育課程 (續)

教育局多元 學習津貼資 助的課程	策略 及 預期效益	課程名稱 及 課程提供機構	修業期	目標學生	預計每學年 學生人數			學生學習 的評估/ 成功指標	負責教師
					12/13	13/14	14/15		
應用學習	採用包班上課等模式，為學生提供更開闊、應用性更強的科目選擇，以照顧不同學生的興趣及需要	(包班上課)酒店營運、多媒體科藝_職業訓練局 (註：學生亦可自由選擇外間機構開設的應用學習課程)	2年	中五及中六學生	N/A	90	90	預期 90% 學生成功修畢課程，取得證書；10% 學生獲優異成績(有關機構根據出席率、課堂表現及課業進行校本評估)	劉啓智

「學校發展津貼」運用計劃(2012-2013)

1. 計劃摘要

項次	項目	預算金額
1	增聘實驗室技術員一名，從而騰空人手，加強全校教學資源的管理，並支援教師製作影音教材	\$131,902
2	增聘助理教師一名，以減輕教師的工作負擔	\$200,837
3	增聘全職教師一名，減低現英文教師的教擔，從而騰出空間，應付全港系統評估(TSA)與新高中學制相關的課程發展	\$311,409
	總額:	\$644,148

附註：

- 增聘實驗室技術員一項(項次 1)，總預算為\$139,230，其中\$7,328由「新來港兒童啓動課程」分擔，扣減後金額為\$131,902
- 增聘助理教師一項(項次 2)，總預算為\$211,995，其中\$11,158由「新來港兒童啓動課程」分擔，扣減後金額為\$200,837
- 增聘全職及教師一項(項次 3)，總預算為\$311,409
- 諮詢教師方法：組及校務會議

「學校發展津貼」運用計劃(2012-2013) (續)

2. 分項說明

2.1 項目 1：增聘實驗室技術員一名

預期成果	<ul style="list-style-type: none"> ● 有專責人員負責其事，教學資源及影音器/教材能夠有效管理 ● 教師得到足夠的支援
事工	<ul style="list-style-type: none"> ● 加入技術員，騰空人力，統籌全校的教學資源，影音器/教材 ● 支援教師製作影音教材
所需資源	<ul style="list-style-type: none"> ● 薪金(連強積金/全年計)為\$139,230，其中\$7,328由「新來港兒童啓動課程」分擔，扣減後金額為\$131,902
成功準則	<ul style="list-style-type: none"> ● 教師同意教學資源的管理有效，運用亦方便 ● 教師認為製作影音教材得到足夠支援，借用影音器材方便 ● 實驗室成員認為新措施能減輕他們的工作負擔，從而令支援教師的工作更到位
評估方法	<ul style="list-style-type: none"> ● 通過年終會議檢討成效 ● 向全體教師、後勤部及實驗室成員進行問卷調查
負責人	<ul style="list-style-type: none"> ● 後勤部負責人

2.2 項目 2：增聘助理教師一名

預期成果	<ul style="list-style-type: none"> ● 學生支援部工作更為暢順
事工	<ul style="list-style-type: none"> ● 對學生支教部作「點對點」的支援
所需資源	<ul style="list-style-type: none"> ● 薪金(連強積金/全年計)為\$211,995，其中\$11,158由「新來港兒童啓動課程」分擔，扣減後金額為\$200,837
成功準則	<ul style="list-style-type: none"> ● 學生支援部成員認為助理教師能減輕他們的工作負擔
評估方法	<ul style="list-style-type: none"> ● 通過年終會議檢討成效 ● 向學生支援部成員進行問卷調查
負責人	<ul style="list-style-type: none"> ● 學生支援部負責人

「學校發展津貼」運用計劃(2012-2013) (續)

2.3 項目 3：增聘全職教師一名

預期成果	<ul style="list-style-type: none"> 英文科組教師能有效應付全港系統評估(TSA)及與新高中學制帶來的挑戰及轉變
事工	<ul style="list-style-type: none"> 全面減少英文科教師的教擔
所需資源	<ul style="list-style-type: none"> 薪金(連強積金/全年計)為\$311,409
成功準則	<ul style="list-style-type: none"> 能夠令英文科教師教擔調低 12.5% 英文科組教師認同有助應付由全港性系統評估及與新高中學制帶來的課程發展及相關的工作
評估方法	<ul style="list-style-type: none"> 檢視教師工作分配的情況，統計英文科教師的教擔 向全體英文科教師進行問卷調查
負責人	<ul style="list-style-type: none"> 學教部負責人

「校本課後學習及支援計劃」運用計劃(2012-2013)

預期成果	<ul style="list-style-type: none"> 為清貧學生提供更多一些支援及機會，以提昇他們的學習效能、擴闊他們在課堂以外的學習經驗，並增強他們對社會的認識和歸屬感
事工	<ul style="list-style-type: none"> 用於資助合資格清貧學生參加課後活動及學業輔導課程
成功準則	<ul style="list-style-type: none"> 實際受惠學生人數達七成或以上 七成或以上家長及學生同意在學習及情意教育上有成效
評估方法	<ul style="list-style-type: none"> 統計實際受惠人數 向參與者及家長進行問卷調查
所涉資源	<ul style="list-style-type: none"> \$304,800
負責人	<ul style="list-style-type: none"> 聯課活動組及學業輔導組負責人

English Enhancement Scheme Strategy and Implementation Plan

A. Present state of play

I. Present position

School's Profile

- DSS
- Target students: NAC (Newly arrived children – students arrived in HK within 3 years)
NCS (Non-Chinese speaking students – South Asian origins)

Students' profile

- 36 classes, approximately 1,500 students, a multicultural and multilingual environment with 55% Chinese students and 45% students of South Asian origins
- 70% of students from CMI are NAC, about 40% having 3 or less years of English learning experience
- Both EMI and CMI sections for S.1 – S.5, EMI section for S.6 – S.7
- Socio-economic status: 60% below poverty line, singled family
- Students' below-par performances in TSA (66% school passing rate compared to 69% HK passing rate) and HKCEE (45% school passing rate compared to 59% HK passing rate)

Teachers' profile

- A low percentage (42%) of teachers having a bachelor degree in English major
- Majority of teachers lacking teaching experience (only 16% of teachers having 6 or more years of teaching experience, approximately 32% new teachers)

II. SWOT analysis

Strength

- A multicultural and multilingual environment
- A school-based curriculum that caters for learner diversity
- New teachers willing to learn and are easy to adapt to the dynamics of the curriculum initiatives
- Relatively better learning attitudes of CMI students and stronger parents' expectation

Weakness

- Under-use of the multicultural and multilingual environment
- Change in panel personnel creating challenges to existing mechanism
- Immature teaching strategies
- Students' aspects
 - Short English learning history
 - Weak in English foundation (Vocabulary and grammar)
 - Poor learning strategies
 - Little exposure and application opportunity to English, including all four skills
 - Afraid to learn and lack of confidence in using English
 - Poor English performance in public exams

- Lack of resources and programmes to cater for CMI students

Due to changes brought about by the education reform, the NSS Curriculum, the New English Language Curriculum and the new assessment modes, the following opportunities and threats can be foreseen.

Opportunity

- More effective utilization of the English learning environment – mixture of EMI and CMI students
- Further development of the English language curriculum to improve students’ language skills, learning strategies and to enhance their learning capacity
- Provision of professional training to teachers

Threat

- Pressure brought about by the changes related to the NSS curriculum, the curriculum reform, the new assessment modes, etc.
- Increasing expectations from the public and parents
- Increasing demands from the new curriculum and assessment modes

B. Objectives

Based on SWOT analysis, we would like to achieve the following objectives:

1. Fully utilize the multicultural and multilingual environment to promote interactive and self-learning
2. Enrich the English curriculum with the Language Arts Programme to enhance students’ learning capacity and to allow students to appreciate language
3. Build up professionalism of the English KLA teachers

C. Strategic Plan

1. Fully utilize the multicultural and multilingual environment to promote interactive and self-learning

Rationale

- ✓ Foster mutual learning through mixing of EMI and CMI students during and outside class time
- ✓ Build up students’ confidence in using English through club, second classroom and language arts activities

Implementation

- ✓ Allocate one common lesson period a week for both EMI and CMI classes for oral activities
- ✓ Development an English Interactive and Self-learning Enhancement Scheme (Appendix I) to promote interactive and self-learning in and outside class time
- ✓ Use the existence of the EMI students in the Language Arts Programme to enhance CMI students’ learning opportunities and capacity (Language Arts Programme, See Appendix II)

Expected outcome

- ✓ EMI and CMI classes are given at least one common lesson period a week for oral activities
- ✓ The English Interactive and Self-learning Programme is formulated and implemented
- ✓ More activities are organized for both EMI and CMI students after school
- ✓ CMI Students are given more opportunities to use English with their fellow EMI schoolmates both during and outside class time

Evaluation tools

- ✓ Teachers’ and students’ timetables

- ✓ Activity records
- ✓ Evaluation of English Interactive and Self-learning Enhancement Scheme and Language Arts Programme
- ✓ Student survey

Resources needed

- ✓ Administration arrangement on timetabling
- ✓ Professional assistance on teacher and student training in the Language Arts Programme
- ✓ Financial support from EES on teaching assistant
- ✓ A remodeled English Corner

2. Enrich the English curriculum with the Language Arts Programme to enhance students' learning capacity and to allow students to appreciate language

Rationale

- ✓ Enhance students' learning capacities through the incorporation of language arts into the curriculum
- ✓ Allow students to appreciate language

Implementation

- ✓ Incorporate language arts elements into the curriculum beginning from S.1, i.e. S.1 – short stories, S.2 – drama, S.3 – poems and songs, S.4 – drama, S.5 – short stories, S.6 – poems and songs (See Appendix II)

Expected outcome

- ✓ The Language Arts Programme and resources and the language development strategy programme are developed
- ✓ Different syllabuses are adopted for students of different abilities

Evaluation tools

- ✓ The language arts resource pack, language development strategy resource bank
- ✓ Students' work

Resources needed

- ✓ Support from CDI
- ✓ Financial support from EES on teaching assistants
- ✓ Professional assistance on teacher and student training in the Language Arts Programme

3. Build up professionalism of the English KLA teachers

Rationale

- ✓ Keep teachers' abreast of latest professional development through the development of teacher training programme, and provision of training workshops and seminars
- ✓ Create more space for professional development

Implementation

- ✓ Collaborate with outside professional organizations to develop a School-based Professional Development Plan (See Appendix III) for English teachers
- ✓ Use collaborative lesson planning to improve teaching and learning in classrooms
- ✓ Provide new teachers with training on teaching strategies

- ✓ Organize more in-house training workshops on latest professional development for team building and professional development
- ✓ Reduce teachers' teaching periods to create more space for teachers' professional development

Expected outcome

- ✓ A School-based Professional Development Plan for English teachers is developed and teachers attend training workshops and seminars organized either in-house or by outside professional organizations
- ✓ Teachers' teaching periods are reduced

Evaluation tools

- ✓ A School-based Professional Development Plan
- ✓ Teachers' training records
- ✓ Teachers' survey

Resources needed

- ✓ Financial support from EES on teaching assistants
- ✓ Administrative and financial support from school
- ✓ Professional support from outside organizations

Sustainability

1. An English-rich environment for interactive learning and self-learning
2. A Language Arts Programme and the English Interactive and Self-learning Enhancement Scheme
3. A holistic teacher development plan
 - A lesson plan and materials resource bank
 - A professional training resource bank
4. Resources (i.e. English Foundation Programme, Language Arts Programme, the English Corner SBA resources, workshop materials, reading resources and audio-visual materials, etc.)

D. Output targets to be attained

Short-term output targets (2008)

- More activities organized for EMI and CMI students to use English together in and outside classroom
- A School-based professional development plan for English teachers launched and training workshops and seminars organized by outside professional organizations
- The Language Arts Programme developed and implemented
- The English Interactive and Self-learning Programme developed and implemented

Interim output targets (2010)

- Improved use of the English environment
 - More English activities organized for both CMI and EMI students to learn English together
 - Increased students' participation in internal and external English activities
- An enriched English curriculum
 - The Language Arts Programme and the English Interactive and Self-learning Programme expanded

- Improved students' reading and speaking skills
- Improved students' language development strategies
- Improved students' performance in internal exams
- Language Arts activities taking care of S.1 – S.3 students
- Improved professional development
 - A School-based Professional Development Plan for English teachers developed

Long-term output targets (2013)

- Enhanced students' performance in external exams
 - A higher passing rate in the Territory-wide System Assessment than the overall Hong Kong passing rate
 - A higher passing rate in the Hong Kong Diploma of Secondary Education than the overall Hong Kong passing rate
 - A steadily rising trend in external exams
- Enhanced students' confidence in using English both in and outside classroom
- A comprehensive English Curriculum developed (Language Arts Curriculum, English Interactive and Self-learning Programme, etc.)
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E. Budgeting (For details, see Appendix IV)

Measures to be funded	Budget	Time
1. English Interactive and Self-learning Enhancement Scheme	\$754,200	2007/08 – 2012/13
2. Language Arts Programme	\$1,155,600	
3. School-based Professional Development Plan	\$369,000	
Grand Total:	\$2,278,800	

F. Duty of temporary staff members

Part-time teacher

- Take up 2 teaching periods each week for each S2 classes (08-09) and S4 classes (10-11)
- Substitute S2 and S4 teachers for their drama training and maintain normal teaching in those classes

Teaching Assistant

- Provide clerical support for all administrative paperwork, workshops, activities, and games organized in the English Interactive and Self-Learning Enhancement Scheme and the Language Arts Programme
- Liaison training workshops and seminars for teachers with outside organizations and provide assistance in organizing in-house training workshops